B. Williams.

THE
Training School for Nurses
OF THE
Massachusetts General Hospital

THE BULFINCH BUILDING
From an Etching by Sears Gallagher

ANNOUNCEMENT
FOR
1939 and 1940

"Nursing is an art—and if it be made an art, requires as exclusive a devotion, as hard a preparation as any painter's work, for what is the training to do with dead canvas or cold marble, compared with having to do with the living body—the temple of God's spirit. Nursing is an art which concerns every family in the world."

—Florence Nightingale.

AIRPLANE VIEW OF THE HOSPITAL

1. Phillips House, 2. Baker Memorial, 3. Thayer, 4. Domestic Building, 5. Bulfinch, 6. Out-Patient Department, 7. Surgical Amphitheatre, 8. Moseley Building, 9. Walcott House, 10. Graduate Nurses' House, 11. Graduate Nurses' House, 12. A Near-by Institution—The Massachusetts Eye & Ear Infirmary. Upper left, the Esplanade and Charles River.

THE

Training School for Nurses

OF THE

Massachusetts General Hospital

BOSTON, MASSACHUSETTS

ANNOUNCEMENT

FOR

1939 and 1940

TRAINING SCHOOL FOR NURSES

Officers, Instructors and Supervisors

1939 and 1940

TRUSTEES' TRAINING SCHOOL COMMITTEE

Miss Betty Dumaine

Mr. Charles Dunn

Dr. Lincoln Davis

ADVISORY COMMITTEE

Miss Betty Dumaine, *Chairman*
Mr. Charles Dunn
Dr. Lincoln Davis
Dr. Nathaniel W. Faxon, *Director*
Miss Sally Johnson, *Superintendent of Nurses*

Mrs. G. Tappan Francis
Mrs. Robert Soutter
Mrs. Charles E. Mason
Mrs. Paul Jones
Dr. James H. Means
Mrs. Francis T. Hunter
Mrs. Rufus Sewall
Mrs. Henry B. Bigelow
Mrs. Robert Homans
Mrs. John R. Post
Mrs. Arthur W. Bell

Miss Jane Louise Mesick
Dean of Simmons College
Mrs. Thomas Motley
Mrs. Philip S. Dalton
Mrs. Donald V. Baker, Jr.
Mrs. Thorvald S. Ross
Dr. Norman C. Baker
Dr. Edward D. Churchill
Dr. Harold L. Higgins
Mrs. W. K. Jordan
Dean, Radcliffe College

Miss Carrie L. Williams, *Secretary*

FACULTY—TEACHING AND SUPERVISORY STAFF

Sally Johnson, R.N., B.S.

Diploma, State Normal School, New Britain, Conn., 1898; Diploma, Massachusetts General Hospital Training School for Nurses, 1910; Postgraduate Course McLean Hospital School for Nurses, 1911; B.S., Teachers College, Columbia University, 1932; Diploma, Principal of School of Nursing and Director of Nursing Service, Teachers College, Columbia University, 1932; Instructor of Theoretical and Practical Nursing, St. Luke's Hospital, New Bedford, Mass., 1911; Instructor of Practical Nursing, Peter Bent Brigham Hospital, Boston, Mass., 1912; Assistant Superintendent of Nurses, Peter Bent Brigham Hospital, Boston, Mass., 1913; Superintendent of Nurses, Albany Hospital, N. Y., 1917-1920; Director, Army School of Nursing, Walter Reed General Hospital, Washington, D. C., July 1, 1918-December 1, 1918; Superintendent of Nurses and Principal of the Training School, Massachusetts General Hospital, 1920-; Superintendent of Nurses, Massachusetts Eye and Ear Infirmary, 1923-; Instructor in Professional Problems, 1920-; Instructor in Social Hygiene, 1933-

RUTH SLEEPER, R.N., M.A.

Diploma, Massachusetts General Hospital Training School for Nurses, 1922; B.S., and Diploma in Teaching, Teachers College, Columbia University, 1925; M.A., Teachers College, Columbia University, 1935; Assistant Instructor in Science, Massachusetts General Hospital, 1922-1923; Instructor in Science, Peter Bent Brigham Hospital, Boston, Mass., 1924-1927; Instructor in Anatomy and Physiology, Western Reserve University, School of Nursing, Cleveland, Ohio, 1927-1932; Instructor, Summer Session, Teachers College, Columbia University, 1932; Acting Assistant Superintendent of Nurses, Peter Bent Brigham Hospital, Boston, Mass., 1932-1933; Assistant Superintendent of Nurses and Assistant Principal of the Training School, Massachusetts General Hospital, 1933-; Instructor in History of Nursing, 1933-

NETTIE L. FISHER, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1911; School Nurse, Wolfeboro, N. H., 1918-1920; Office Nurse, 1923-1937; Second Assistant to Superintendent of Nurses, Massachusetts General Hospital, 1937-

MARTHA RUTH SMITH, R.N., M.A.

Diploma, Peter Bent Brigham School of Nursing, 1919; B.S., and Diploma in Teaching, Teachers College, Columbia University, 1924; M.A., Teachers College, Columbia University, 1931; Head Nurse, 1919; Peter Bent Brigham Hospital, Boston, Mass., Supervisor of Medical Nursing, 1920; Instructor in Theory and Practical Nursing, Samaritan Hospital, Troy, N. Y., 1921-1923; Director of Theoretical Instruction, 1924-1929, Acting Assistant Superintendent of Nurses, 1929, Massachusetts General Hospital; Instructor in Nursing Education, Teachers College, Columbia University, 1929-1935; Instructor in Nursing, Simmons College, School of Nursing, Boston, Mass., 1935-1938; Assistant Principal of the Training School for Nurses and Supervisor of Instruction in Nursing Practice, Massachusetts General Hospital, 1935-; Instructor in Nursing, 1935-

FLORENCE C. KEMPF, R.N., M.A.

Diploma, Lakeside Hospital School for Nurses, Cleveland, Ohio, 1923; B.S., Ohio State University, 1926; Certificate, Massachusetts Eye and Ear Infirmary, 1927; M.A., Teachers College, Columbia University, 1936; Instructing Supervisor, University Hospital School of Nursing, University of Michigan, 1926-1930; Instructor of Nursing Education, Vanderbilt University School of Nursing, Nashville, Tenn., 1931-1932; Instructor of Nursing Education, Western Reserve University, School of Nursing, Cleveland, Ohio, 1933-1935; Assistant Principal of the Training School for Nurses and Supervisor of Instruction in the Sciences, Massachusetts General Hospital, 1936-; Instructor in Psychology, Sociology, Personal Hygiene, and Principles of Teaching, 1936-

BARBARA WILLIAMS, R.N., M.A.

B.A., Vassar College, 1916; Diploma, Massachusetts General Hospital Training School for Nurses, 1920; M.A., and Diploma in Administration in Schools of Nursing, Teachers College, Columbia University, 1928; Head Nurse, Massachusetts General Hospital, 1921; Practical Instructor, St. Luke's Hospital, Boise, Idaho, 1922-1926; Director, School of Nursing, Syracuse Memorial Hospital, Syracuse, New York, 1928-1933; Executive Assistant, Massachusetts General Hospital Training School for Nurses, 1934-

ANNA M. TAYLOR, R.N., M.A.

Diploma, Massachusetts General Hospital Training School for Nurses, 1928; B.S., and Diploma in Teaching, Teachers College, Columbia University, 1932; M.A., Teachers College, Columbia University, 1938; Instructor in Theory and Practice, Brockton Hospital, Brockton, Massachusetts, 1928-1930; Assistant Instructor in Sciences, Massachusetts General Hospital, 1930-1931; Instructor in Nursing Principles and Practice, University of Rochester, Summer Session, 1932; Director of Education, Methodist Episcopal Hospital, Brooklyn, New York, 1932-1935; Supervisor of Medical Wards and Instructor in Nursing in Medical Diseases, Massachusetts General Hospital, 1936-1938; Supervisor of Clinical Instruction and Staff-Nurse Education, Massachusetts General Hospital, 1938-

INSTRUCTORS, SUPERVISORS AND MEMBERS OF OTHER HOSPITAL DEPARTMENTS*

D. MAXINE BAILEY, B.S.

B.S., Simmons College, School of Library Science, 1936; Field work Bellevue School of Nursing Library, Bellevue Hospital, New York City, 1936; Assistant Librarian, Deaconess Hospital Library for Patients, Boston, Mass., 1936; Librarian, Nurses' Reference Library, Massachusetts General Hospital Training School for Nurses, 1937-

MARGUERITE BOURGEOIS, R.N., M.S.

B.S., Massachusetts State College, 1931; Diploma, Massachusetts General Hospital Training School for Nurses, 1936; M.S., Massachusetts State College, 1937; Instructor in Bacteriology, Materia Medica, and First Aid, Massachusetts General Hospital, 1936-

ELSPETH CAMPBELL, R.N.

Diploma, McLean Hospital School for Nurses, 1908; Diploma, Massachusetts General Hospital Training School for Nurses, 1909; Private Duty, 1910; Industrial Nursing, 1917; Supervisor of Out-Patient Department, Massachusetts General Hospital, 1918-

MILDRED H. CARTLAND, R.N., B.S.

Diploma, Massachusetts General Hospital Training School for Nurses, 1915; B.S., and Diploma in Teaching, Teachers College, Columbia University, 1928; Anaesthetist, Brooks Hospital, Brookline, and Massachusetts General Hospital, 1915-1917; Instructor in Theory, Newport Hospital, Newport, Rhode Island, 1919-1920; Instructor in Theory, Waterbury Hospital, Waterbury, Connecticut, 1920-1921; Science Instructor, St. Mary's Free Hospital for Children, New York, New York, 1921-1924; Visiting Instructor in Nursing Schools of Boston, 1926-1927 and 1933-1936; Educational Director and Instructor in Science, Memorial Hospital, Dorchester, Mass., 1928-1933; Instructor in Science, Massachusetts General Hospital 1936-

MARJORIE F. CHICK, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1930; Head Nurse, Massachusetts General Hospital, 1930-1937; Assistant Night Supervisor, Massachusetts General Hospital, 1937-

*Arranged alphabetically within departments.

SADIE B. CONVELSKI, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1933; General Duty, New York Hospital, N. Y., 1933-1935; Assistant Night Supervisor, Massachusetts General Hospital, 1935-1936; Night Supervisor, 1936; Acting Executive Assistant, Out-Patient Department, Massachusetts General Hospital, 1936; Supervisor of Upper Surgical Wards and Instructor in Nursing in Surgical Diseases, Massachusetts General Hospital, 1936-

SARAH DAPHNE CORBETT, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1925; Teachers College, Columbia University, 1930-1931, 1932, 1936, 1938; Head Nurse, Massachusetts General Hospital, 1925-1927; Instructor in Nursing Arts, Bridgeport Hospital, Bridgeport, Connecticut, 1927-1929; Instructor in Nursing Arts, Strong Memorial Hospital, Rochester, New York, 1931-1935; Instructor in Nursing Arts, Memorial Hospital, Worcester, Massachusetts, 1935-1938; Supervisor, Medical Wards and Instructor in Nursing in Medical Diseases, Massachusetts General Hospital, 1939-

MURIEL LOUISE EVERS, R.N., B.S.

Diploma, Massachusetts General Hospital Training School for Nurses, 1937; B.S., Simmons College, 1937; Assistant Instructor in Nursing Arts, Massachusetts General Hospital, 1937-

NANCY M. FRASER, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1914; Head Nurse, Massachusetts General Hospital, 1914-1915; Assistant Night Supervisor, 1915; Head Nurse, 1915-1919; Supervisor, 1919-1920; Supervisor of Health and of Students' Infirmary, 1920-

HELEN FRENCH, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1928; Post-Graduate Course, Butler Hospital, Providence, Rhode Island, 1935; Summer Session, Emerson College, 1938; Head Nurse, 1928-1930, 1931-1932, and Practical Nursing Instructor, Waterbury Hospital, Waterbury, Connecticut, 1930-1931; Head Nurse, Massachusetts General Hospital, 1932-1938; Supervisor of Lower Surgical Wards and Instructor in Nursing in Surgical Diseases, Massachusetts General Hospital, 1939-

HELEN HEWIT, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1935; Summer Session, Teachers College, Columbia University, 1936; General Duty, Massachusetts General Hospital, 1935; Head Nurse, Massachusetts General Hospital, 1935-1937; Assistant Night Supervisor, Massachusetts General Hospital, 1937-

JANE ESTHER HINKLEY, Ph.G., R.N.

Ph.G., Massachusetts College of Pharmacy, 1926; Diploma, Massachusetts General Hospital Training School for Nurses, 1932; Private Duty, 1932-1936; Assistant Night Supervisor, Massachusetts General Hospital, 1936-1937; Night Supervisor, Massachusetts General Hospital, 1937-

LOUISE HOLLISTER, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1933; General Duty, 1934; Supervisor of Nurses, Out-Patient Department, Massachusetts General Hospital, 1934-

CORDELIA KING, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1932; Summer Course, Teachers College, Columbia University, 1933, 1934; Head Nurse, Massachusetts General Hospital, 1932-1935; Supervisor, Emergency Ward, 1935; Supervisor, Operating Room, 1935-; Instructor in Operating Room Technique, 1935-

MARY A. MAHER, R.N.

Diploma, Rhode Island Hospital School for Nurses, Providence, Rhode Island, 1930; Certificate, Public Health, Simmons College, Boston, Massachusetts, 1936; Psychiatric Supervisor, Strong Memorial Hospital, Rochester, New York, 1930-1931; Assistant Theoretical Instructor, Rhode Island Hospital, Providence, Rhode Island, 1931-1935; Staff Nurse, Community Health Association, Boston, Massachusetts, 1936-1938; Instructor in Public Health Nursing, Massachusetts General Hospital, 1938-

OLIVE ROBERTS, B.S.

Diploma, Sargent School of Physical Education, 1924; B.S., Boston University, 1931; Physical Director, Public Schools, Akron, Ohio, 1924-1926; Physical Director, Junior High School, South Orange, New Jersey, 1927-1930; Social Director, Methodist Episcopal Hospital, Brooklyn, New York, 1931-1932; Physical and Social Director, Massachusetts General Hospital Training School for Nurses, 1933-

MARION STEVENS, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1923; Teachers College, Columbia University, 1929-1930; Supervisor, Formulae Room, Infants' Hospital, Boston, 1924-1926; Supervisor of Pediatric Ward, Englewood Hospital, Englewood, N. J., 1926-1927; Supervisor, Pittsburgh Childrens Hospital, Pittsburgh, Pa., 1927-1928; Head Nurse, Massachusetts General Hospital, 1928-1929; Supervisor, Children's Department and Instructor in Pediatric Nursing, 1930-

GENEVA L. WAYLAND, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1921; Practical Instructor, Vanderbilt University Hospital, 1922-1923; Instructor, Massachusetts Eye and Ear Infirmary, 1923-1924; Practical Instructor, American Red Cross Hospital, Istanbul, Turkey, 1924-1926; Assistant Superintendent of Nurses, Grace Hospital, New Haven, Conn., 1926-1929; Intake Worker, City of New Haven, Department of Charities, 1932-1934; State Investigator for Connecticut for State Wide Projects, 1934-1937; Executive Secretary for Junior League Dental Clinic, New Haven, Conn., 1937-1938; Supervisor of Lay Personnel, Massachusetts General Hospital, 1938-

ANNA G. GRIFFIN, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1910; Head Nurse, Emergency Ward, Massachusetts General Hospital, 1911; Anesthetist, Massachusetts General Hospital, 1911-1915; Anesthetist, American Red Cross and

Charge Nurse, Operating Room, American Women's Hospital, Paignton, England, 1917; American Army Nurse Corps, 1917-1918; Private Nurse, 1918-1922; Assistant Superintendent of Nurses and Practical Instructor, Gale Hospital, Haverhill, Massachusetts, 1922-1924; Diagnostician Nurse, Out-Patient Department, New Haven Hospital, 1924-1926; Assistant Superintendent, Convalescent Home for Children, Rockaway, New York, 1927-1929; Supervisor, Beth Israel Hospital, Boston, Massachusetts, 1929-1930; Supervisor, the Baker Memorial, Massachusetts General Hospital, Boston, Massachusetts, 1930-1938; Acting Assistant in Charge of Nursing at the Baker Memorial, Massachusetts General Hospital, 1938-

MARY M. CARR, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1930; Private Duty, 1930-1931; Head Nurse, Operating Room, Baker Memorial, Massachusetts General Hospital, 1931-1935; Supervisor of Operating Room, 1936-

RUTH L. TAPLEY, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1924; Practical and Theoretical Instructor, Jamaica Hospital, Jamaica, L. I., 1924-1925; Practical Instructor and Assistant Superintendent of Nurses, Jamaica Hospital, Jamaica, L. I., 1925-1927; Private Duty, 1927-1930; Supervisor, the Baker Memorial, Massachusetts General Hospital, 1931-

ANN PARRY THURSTON, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1930; General Duty, Baker Memorial, Massachusetts General Hospital, 1930; Assistant Head Nurse, 1931-1932; Assistant Night Supervisor, 1932-1936; Night Supervisor, 1936-

HEAD NURSES

ARLINE ALLEN, R.N.
DOROTHEA BAILEY, R.N.
HELEN BAKER, R.N.
EVA BORRNER, R.N.
ALMA CADY, R.N.
RITA CALLAHAN, R.N.
MABEL CROWE, R.N.
ETHEL CARLETON, R.N.
MARY E. CONNOLLY, R.N.
FRANCES COONEY, R.N.
ADELE CORKUM, R.N.
ELEANOR CRAFTS, R.N.
MARION DECKER, R.N.
JULIA DEMANE, R.N.
LEONILLE DUFAULT, R.N.
BLANCHE HALEY, R.N.
MARGARET HAZEN, R.N.
CHARLOTTE KING, R.N.
JENNIE KORNACKI, R.N.
MARGARET LANE, R.N.
JOSEPHINE LATAKAS, B.S., R.N.
SARAH LIFVERGREN, R.N.
EVELYN LYONS, R.N.
ANNA MCCARTEN, R.N.
ROSE MCDONNELL, R.N.
BERTHA NAVAS, R.N.
CHRISTINE NIELSEN, R.N.
MARION ORCHARD, R.N.
GRACE SHERMAN, R.N.
FRANCES SMITH, R.N.
IRENE SMITH, R.N.
LUCILLE THEROUX, R.N.
WILLA TOMLINSON, R.N.
HENDRICKA VANDERSCHURR, R.N.
ANGELINA VISCIONE, R.N.
CHLOE WILCOX, R.N.
MARY WILSON, R.N.

LECTURERS

IDA M. CANNON, R.N.

Diploma, City and County Hospital, School for Nurses, St. Paul, Minnesota, 1898; Boston School for Social Workers, 1907; Honorary Degree, L.H.D., University of New Hampshire, 1937; Chief of Social Service, Massachusetts General Hospital, 1912-; Instructor, Social Service, 1912-

JOSEPHINE C. BARBOUR, A.B.

A.B., Wellesley College, 1922; Simmons College, School of Social Work, 1926; Social Service Department, Massachusetts General Hospital, 1926-1936; Assistant to Dr. Canby Robinson, Johns Hopkins Medical School, Baltimore, Md., 1936-1937; Social Service Department, Massachusetts General Hospital, 1937-1939; Administrative Assistant, Social Service Department, 1939-

EUNICE W. WILSON, A.B.

A.B., Illinois College, 1924; Post-Graduate, University of Chicago, School of Social Service Administration; Assistant Registrar at the Chicago Nurses' Club and Directory, 1924-1926; Supervisor, United Charities, Chicago, Illinois, 1926-1929; Social Service Department, Massachusetts General Hospital, 1929-1931; Case Work Consultant, Social Service Department, Massachusetts General Hospital, 1939-

RUTH M. DUPEE

Sargent School of Physical Education, 1908; Director of Gymnastics and Massage, Zander Room, Massachusetts General Hospital, 1908-1916; Post-Graduate Study, 1913, 1916; Instructor, Sargent School of Physical Education, 1914-; Physiotherapist, Massachusetts General Hospital, 1916-; Lecturer in Physiotherapy, Harvard Graduate School of Medicine, 1916; Instructor in Massage, Massachusetts General Hospital, 1916-

DOROTHY DUCKLES, M.S.

MacMurray College, 1926-1928; B.S. in Home Economics, University of Illinois, 1930; M.S. in Nutrition, University of Wisconsin, 1936; Dietetic Interneship, Barnes Hospital, St. Louis, Missouri, 1931; Assistant in Diet Therapy, Metabolism Department, Washington University School of Nursing and of Medicine, St. Louis, Missouri, 1931-1935; Instructor in Nutrition and Diet Therapy, University of Wisconsin, 1935-1936; Dietitian in charge of Food Clinic, Massachusetts General Hospital, 1936-; Instructor in Advanced Nutrition, 1936-

GEORGIANA PEARSON, B.S.

B.S., University of New Hampshire, 1935; Massachusetts General Hospital Dietetics Course, 1937; Relief Dietitian at New Hampshire State Hospital for two months, 1935; Relief Dietitian at Massachusetts General Hospital for two months, 1937; Assistant Dietitian at Buffalo General Hospital for nine months, 1938; Assistant Instructor in Normal Nutrition, Massachusetts General Hospital, 1938-

ELMA SEIBERT, M.S.

B.S., Home Economics Education, University of Illinois, 1933; M.S., Foods and Nutrition, University of Wisconsin, 1936; Teacher of High School Home Economics Courses, Training Course for Dietitians, and Relief Dietitian, Barnes Hospital, St.

Louis, Missouri, 1936-1938; Instructor in Foods, Home Economics Department, Wisconsin University, 1938; Dietitian, Massachusetts General Hospital, 1938-; Instructor, Nutrition and Diet Therapy, 1938-

RALPH ADAMS, B.A., M.D.

B.A., Vanderbilt University, 1929; M.D., Harvard Medical School, 1933; House Officer, Massachusetts General Hospital, 1933-1935; Resident, East Surgical Service, Massachusetts General Hospital, 1938-; Instructor in Surgical Diseases, 1938-

C. ROGER ALLISON, B.S., M.D.

B.S., Hobart College, Geneva, N. Y., 1932; M.D., University of Rochester Medical School, Rochester, N. Y., 1936; House Officer, Massachusetts General Hospital, 1937-1938; Assistant Resident Physician, Massachusetts General Hospital, 1938-; Instructor in Pathology, Massachusetts General Hospital, 1938-

GEORGE E. GARDNER, Ph.D., M.D.

A.B., Dartmouth College, 1925; Ph.D., Harvard University, 1930; M.D., Harvard Medical School, 1937; Associate in Pathological Psychology, McLean Hospital, Waverley, Mass., 1928-1937; House Officer, Pediatric Service, Massachusetts General Hospital, 1937-1938; Resident, Pediatric Service, Massachusetts General Hospital, 1938-; Instructor in Pediatrics, 1938-

HAROLD HIGGINS, A.B., M.D.

A.B., Harvard College, 1907; M.D., Johns Hopkins Medical School, 1919; Assistant Professor of Pediatrics, Harvard Medical School, 1927; Chief of Service, Children's Medical Service, Massachusetts General Hospital, 1927-; Instructor in Pediatrics, 1929-

RAYMOND D. ADAMS, M.A., M.D.

B.A., and M.A., University of Oregon, 1933; M.D., Duke University, 1936; Interne in Medicine, Duke University Hospital, 1936-1937; Assistant Resident in Medicine, Duke University Hospital, 1937-1938; Resident, Neurological Service, Massachusetts General Hospital, 1939-; Instructor in Neurology, 1939-

DERA KINSEY, M.D.

M.D., Southern Methodist University, Baylor University, 1934; House Officer, New England Hospital for Women and Children, Boston, Massachusetts, 1934-1935; Resident at Belmont Hospital, Worcester, Massachusetts, 1935-1936; Resident, New England Hospital for Women and Children, Boston, Massachusetts, 1936-1937; Medical Resident, Baker Memorial, Massachusetts General Hospital, 1937-; Instructor in Medical Diseases, 1938-

FIORINDO A. SIMEONE, Sc.M., M.D.

A.B., Brown University, 1929, Sc.M., 1930; M.D., Harvard Medical School, 1934; Assistant Medical Resident, Sanatorium Division of the Boston City Hospital, 1934; Surgical House Officer, Massachusetts General Hospital, 1934-1936; Medical Fellow of the National Research Council, 1936-1938; Assistant Resident West Surgical

Service, Massachusetts General Hospital, 1938; Research Fellow in Physiology at Harvard Medical School, 1936-1938; Assistant in Surgery, Harvard Medical School, 1939; Resident, Surgical Service, Massachusetts General Hospital, 1939-; Instructor in Surgical Diseases, Massachusetts General Hospital, 1938-

HOWARD I. SUBY, A.B., M.D.

A.B., University of Wisconsin, 1930; M.D., Harvard Medical School, 1934; House Officer, Faulkner Hospital, Jamaica Plain, Massachusetts, 1934-1935; Surgical House Officer, 5th Surgical Service, Boston City Hospital, 1935-1937; Urological Resident, Massachusetts General Hospital, 1938-; Instructor in Urology, 1938-

RICHARD H. THOMPSON, A.B., M.D.

A.B., Harvard College, 1930; M.D., Harvard Medical School, 1934; House Officer, East Surgical Service, Massachusetts General Hospital, 1935-1937; Assistant Resident, East Surgical Service, Massachusetts General Hospital, 1937-; Instructor in Surgical Diseases, 1937-

ALEXANDER M. WALDRON, A.B., M.D.

Princeton University; A.B., University of Michigan, 1931; M.D., University of Michigan Medical School, 1936; House Officer, Psychiatric Hospital, Ann Arbor, Michigan, 1936; Medical House Officer, Massachusetts General Hospital, East Medical Service, 1936-1938; Assistant Medical Resident, 1938-; Instructor in Medical Diseases, 1938-

DAVID A. YOUNG, A.B., M.D.

A.B., University of North Carolina, 1927; M.D., Harvard Medical School, 1931; East Medical House Officer, Massachusetts General Hospital, 1931-1933; Interne, Worcester State Hospital, Worcester, Massachusetts, 1934; Junior Assistant Physician, McLean Hospital, Waverley, Massachusetts, 1934; Assistant Neurologist and Psychiatrist, Duke University, Durham, North Carolina, 1935-1936; Senior Physician, McLean Hospital, Waverley, Massachusetts, 1937-; Instructor in Psychiatry, Massachusetts General Hospital, 1937-

INSTRUCTORS IN SPECIAL SUBJECTS

DR. WALTER BAUER	Medicine
DR. EDWIN CAVE	Orthopedics
DR. EARLE CHAPMAN	Medical Emergencies
DR. EDWARD CHURCHILL	Surgery
DR. NEIL CRONE	Health Education
DR. NORMAN EGEL	Orthopedics
DR. MAURICE EVANS	Ear, Nose and Throat
MISS ELIZABETH FARRELL, R.N.	Anaesthesia
DR. JAMES E. FISH	Surgical Emergencies
DR. JUANITA JOHNS	Eye
DR. CHESTER JONES	Medicine
DR. V. H. KAZANJIAN	Surgery
DR. DONALD KING	Medicine
DR. JAMES H. MEANS	Medicine

DR. YOST MICHELSEN	Neurology
MISS MARION MIDGLEY	Professional Problems
DR. FRED MORSE	Oral Hygiene
DR. LOUIS NATHAN	Orthopedics
DR. PAUL NORTON	Orthopedics
MISS HELEN O'DAY, R.N.	Professional Problems
MISS HILDA PAYSON	Orthopedics
DR. SUMNER ROBERTS	Orthopedics
MR. SIDNEY SIMPSON, L.L.D.	Professional Problems
DR. HAROLD STEVENS	Public Health, Occupational Diseases
DR. JACOB SWARTZ	Diseases of the Skin
DR. MILTON S. THOMPSON	Orthopedics
DR. PAUL WHITE	Medicine

Foreword

SCHOOLS of nursing vary as to desirability. Every young woman who considers entering a school of nursing should learn the essentials of a good school; otherwise she may find, even after spending three years in the school and being graduated from it, that the curriculum failed to provide the theory and practice necessary for the adequate preparation of the nurse of to-day. The inadequately prepared nurse will find many avenues of advancement closed to her. A prospective applicant should select a nursing school that is accredited by the State Board of Nurse Examiners of the state where the school is located, and likewise is accredited by similar Boards in those other states where the applicant may wish to practice. In every state, graduation from an accredited school is a necessary requisite for state registration. Only registered nurses may enroll in the American Nurses Association, the Government Nursing Services, and the Red Cross Nursing Service.

The good school provides adequate clinical experience, employs well prepared teachers, possesses well equipped class rooms, provides good working conditions and has an adequate and well balanced curriculum. It also provides good living conditions, reasonable hours of work, suitable facilities for recreation, makes every effort to maintain the health of the students, and takes good care of them when they are ill. All registered schools adequately prepare their graduates for surgical, medical, obstetrical and pediatric nursing. These schools also teach the principles of public health nursing and the principles of the nursing care of patients ill with mental and contagious diseases. Many schools provide clinical experience in these three latter fields for a number of their students. A few schools provide clinical experience in all three of these fields. The last decade has brought a new emphasis on the importance of the maintenance of health and prevention of illness. The nurse has a very important role as a teacher of health; therefore, the good school of nursing incorporates the public health point of view into the entire curriculum and the principles, practices, and techniques of health teaching into certain specific courses.

The location of a school of nursing has much to do with the educational and cultural opportunities available to student nurses. The prestige of the school and the standing and accomplishments of the alumnae are matters of importance. A survey of the fields in which the graduates of a school are employed, an estimate of their standard of work, and a review of the importance of the positions which they hold are among the measuring rods by which the success of a school may be judged.

The prospectus of a school of nursing generally makes a statement as to whether a school is accredited by the State Board of Nurse Examiners. If no such statement is made, this information will be supplied by the Board. The office of the Board of Nurse Examiners is usually located in the Capitol Building of each state.

The Massachusetts General Hospital Training School for Nurses is registered in Massachusetts and New York. Graduates of the school, who are also graduates of accredited high schools, are, as far as our knowledge extends, eligible to take examinations for registration in every state in the Union. If the grades obtained in the Massachusetts State Board examinations are sufficiently high the graduates may be registered in other states by reciprocity.

Obviously no person can foretell what new regulations relative to registration may be made in any given state which may render a graduate from any given school ineligible for examination in states other than the one in which her school is located. The policy of this school, however, is to keep informed of all such regulations and to prepare its graduates to meet them.

NURSES LIVING ROOM—WALCOTT HOUSE—MASSACHUSETTS GENERAL HOSPITAL

A GROUP OF SENIORS

General Statement

EARLY HISTORY OF THE HOSPITAL. The Training School for Nurses is an integral part of the Massachusetts General Hospital. This hospital, the third oldest in America and the oldest in New England, received its charter of incorporation in 1811. The corner stone of the original building was laid July 4, 1818. This building is of Chelmsford granite and was designed by Charles Bulfinch. The interior has been modernized to meet the present day demands of the two hundred patients housed within its walls; but great care has been taken to preserve the general lines of the building, the beautiful halls, and the lovely doorways. The Bulfinch stands with Faneuil Hall and the State House as fine examples of the work of that great architect of the eighteenth century. The hospital is over one hundred years old and from one building has increased to a group numbering about twenty separate buildings. With one exception all have been extensively remodeled or recently erected. The first patient was admitted in 1821 and for well over a century the hospital has maintained a standard of service which has enabled it to retain its place among the leading hospitals of the world. Members of the medical and administrative personnel have made contributions to the improvement of the care of the sick which are of far reaching significance.

CONTRIBUTIONS OF WORLD-WIDE IMPORTANCE. One of the earliest of these contributions was made by Dr. Oliver Wendell Holmes, probably better known as an author than as a physician. He was a member of the hospital staff from 1840-1849. In 1843 he published his essay on the "Contagiousness of Puerperal Fever". In this paper Dr. Holmes stated his beliefs concerning the transmission of this disease and also his beliefs relative to the prevention of such transmission. At first several of the leading physicians of the country scoffed at his deductions, but in time Dr. Holmes's affirmations were accepted as facts and he was accorded enrollment among the benefactors to mankind.

The greatest contribution was made on that day in 1846 when in the operating theatre of this hospital Dr. Morton gave the first public demonstration of the use of sulphuric ether to produce surgical anesthesia. Dr. John C. Warren performed the operation. The patient, when he recovered, declared he had felt no pain. The news of this discovery went from that room throughout the world and a new era of surgery began.

Dr. Reginald Fitz was appointed microscopist to the hospital in 1871, and from 1887 to 1908 was a visiting physician. In 1886 he read his paper entitled "Perforating Inflammation of the Veriform Appendix" before the Association of American Physicians. The paper summarized findings which Dr. Fitz believed proved that in the appendix is to be sought the most frequent single cause of inflammation of the bowels or of peritonitis. This teaching was a great contribution to medicine and surgery and so to humanity.

In 1905 a Social Service Department was organized in the Out-Patient Department of the Massachusetts General Hospital. This was the beginning of organized social work in the medical institutions of the United States. The innovation was due to the vision of Dr. Richard C. Cabot.

PRESENT-DAY SERVICE. This great hospital, with a professional staff composed of experts in the different branches of medicine, and with laboratories directed by men who are authorities in their own fields, has long made its wards available to the poor and its private pavilion available to the well to do. That these facilities may also be available to people of moderate means, the largest group in any community, the hospital, in 1930, erected a new building for the exclusive use of this group of patients. It is named the Baker Memorial in memory of the parents of the largest donor to the funds which made this building possible. The building is so organized and administered that the patient not only has for his use the facilities indicated above, but he may also know, upon admission, just what his hospital stay will cost. The details of the unusual contribution that this department of the hospital has made to the medical care of people of moderate means cannot be given

here, but the Baker Memorial is considered one of the outstanding contributions which the last decade has made to hospital service.

Today this hospital cares for adults and children acutely ill with general medical and surgical diseases; patients ill with contagious and mental diseases are not cared for here. The Mental Department of the Massachusetts General Hospital is the McLean Hospital, located in Waverley, twelve miles from Boston. The McLean Hospital has its own school of nursing.

CLINICAL FACILITIES WITHIN THE HOSPITAL.

The hospital naturally divides itself into four parts: the General Hospital wards of 430 beds; the Phillips House, the private pavilion of 100 beds; the Baker Memorial, the building for people of moderate means, now open to a capacity of 242 beds; and the Out-Patient Department with a daily clinic of 1000 patients. During the year just closed the first three named departments have cared for over 15,000 patients, and the Out-Patient Department, with its forty-three different clinics, has cared for over 299,000 patients. These facts make evident the hospital's extensive clinical facilities for the teaching of student nurses.

EARLY HISTORY OF THE SCHOOL.

In 1872 the Woman's Education Association sought a new organization for self-supporting women. A member suggested that trained nursing offered desirable occupation and that these trained women would fill the need for private nurses in the community. A committee was formed to study the establishment of a school and a member visited Florence Nightingale for advice. One of the most prized possessions of the school today is a statuette of Miss Nightingale made by her cousin, Hilary Bonham-Carter, which was brought back from Europe at the time of that visit.

The Trustees of the Massachusetts General Hospital consented to give over the nursing care of the patients in one hospital building to the contemplated school for a practice field. The committee engaged a Civil War nurse for a superintendent and two practical nurses for head nurses, enrolled four students, and launched the school into the hospital wards November 1, 1873, under the name of The Boston

Training School for Nurses. Almost immediately the original committee transferred control and property to a Board of Directors who conducted this school for twenty-two years, or until January 1, 1896. Then the management of the school was transferred from the Board of Directors to the Trustees of the Massachusetts General Hospital, of which institution it is now an integral part. At the time of this last transfer the school was named the Massachusetts General Hospital Training School for Nurses. The change in management brought no immediate change of nursing staff and several members of the Board of Directors of the Boston Training School for Nurses later became members of the Advisory Committee to the Massachusetts General Hospital Training School for Nurses. And, as neither the residence nor the practice field of the student nurses was changed, the continuity of the school was unbroken.

ALUMNAE GEOGRAPHICAL DISTRIBUTION.

The school, therefore, has passed its sixty-fifth birthday. It has graduated two thousand seven hundred and fifteen nurses, probably the largest number graduated from any school of nursing in the world. To the school have come young women not only from every part of the United States and Canada, but from England, France, Switzerland, Germany, Greece, Italy, Armenia, Albania, China, Syria, Czechoslovakia, Poland, Turkey, and India. A careful survey has shown that the graduates of the school have served in every state in the Union, and on every continent on the globe. The year books record these graduates engaged in approximately fifty-six different forms of nursing work and also show that among the women in active work today, only about twelve are engaged in work other than that of nursing or its allied vocations. This last fact is convincing proof that the right type of woman, adequately prepared, finds joy and satisfaction in nursing.

The public today not only recognizes the nurse as a person who cares for the sick, but as a person who teaches the maintenance of health and the prevention of illness. She is also recognized as a person who can aid in the solution of many of the social and economic problems of the home, the school, and the community, and is therefore a valued member in any social group.

EMBANKMENT ROAD AND CHARLES RIVER, ONE BLOCK WEST OF HOSPITAL

THE GLEE CLUB SINGS AT POPS CONCERT—BOSTON SYMPHONY HALL

AIM. The aim of the school is to set up a program by means of which the student will learn to give intelligent and skilled nursing care, to teach others the principles and practices of health, to function intelligently as a health worker in the community, to maintain her own physical and mental health, to develop her own capacities as an individual, and throughout this entire program, to consider the patient as an individual.

It is the purpose of this school to maintain a standard worthy of the ideals cherished by that group of high-minded men and women who established it. The founders of this school recognized the value to the community of the right kind of young woman adequately prepared for nursing. The school intends to admit only those young women who possess high personal standards of living and who have demonstrated the ability to maintain a high level of scholarship, and then to provide satisfactory living and working conditions, a high grade of class room instruction and adequate clinical experience. Thus the school hopes to continue to graduate not only young women who possess nursing knowledge and nursing skill, but those who also possess desirable personalities, strong characters, and a sense of social responsibility.

On the following pages is set forth an outline of the plan by which the school endeavors to accomplish its aim.

General Information

LOCATION.
TO REACH HOSPITAL.

The Training School Office is in the Moseley Building, located on Fruit Street, at the head of North Grove Street.

(a) From Back Bay or Huntington Avenue Stations go to Boylston Street and to the bus stop by the Public Library. Take bus marked Bowdoin or Cambridge Street. Leave bus at Cambridge Street and walk one block east.

(b) From the North Station walk to the hospital or take taxi cab.

(c) From Park Street Subway Station take subway train to Charles Street Station. Walk one block east.

(d) From South Station enter the subway just outside main entrance, and take Cambridge train to Charles Street Station. Walk one block east.

(e) Visitors using street cars which come through Arlington Street should leave subway at Arlington Street and take bus marked Bowdoin or Cambridge Street. Leave bus at North Grove Street or Cambridge Street.

APPLICATION.

Whenever possible, written application should precede the personal interview. The written application should be submitted on the form supplied for the purpose accompanied by a personal letter and photograph. An unmounted photograph such as is used for passports is preferable. An acknowledgement of the application will be forwarded but an interval of time may elapse before action is taken upon the application.

A personal interview is required of all applicants living within a reasonable distance. Whenever possible the applicant should be accompanied by her mother or by some relative who is interested in her welfare. The Principal or some one of her assistants will be available to interview applicants between three and four on Monday, between nine and eleven on Tuesdays and Saturdays, and may be available at other times by appointment. Some one of the assistants is always on duty and can give general information to applicants any week day between ten and four.

Unless by special appointment, the interview should be planned approximately three weeks following the written application. This delay is due to the need for time to assemble records and to the right reserved to select those applicants who appear to be best qualified for nursing. After the necessary school and personal records have been received and reviewed, the applicant will be notified as to the advisability of completing the application by having a physical examination and by taking a series of psychological tests.

Classes are admitted early in September and February.

AGE. The preferable age is between twenty and thirty years although younger applicants may be accepted. Rarely is a young woman accepted before her nineteenth birthday. No applicant can be accepted until she has passed her eighteenth birthday.

CIVIL STATE. The School considers it inadvisable to admit or retain married women.

EDUCATION. Applicants must be graduated from approved high schools or present acceptable equivalent educational preparation. Sixteen units of study are required; namely, English 4, foreign language 2, history 2, mathematics 2, science 2, and electives 4. The college, general or scientific program is preferred. Latin or any modern foreign language credited by the high school will be accepted. College and general mathematics are preferred but one unit of arithmetic is occasionally accepted. Clerical practice and bookkeeping may not be substituted for mathematics. The accepted sciences in order of preference are physics, chemistry, biology, physiology, and general science. Hygiene, botany, and other natural sciences are not accepted in fulfillment of the science requirement but may be offered as electives. One year of history with a semester of civics may sometimes be accepted to meet the history requirement.

Applicants planning one or more years in college, preparatory to entrance, should include in the college study, as far as possible, courses in English, chemistry, biology, psychology, and sociology.

NOTE: The School reserves the right to alter any program or policy outlined in this bulletin.

All courses must satisfy the requirements of the Board of Registration of Nurses in Massachusetts.

There are no formal entrance examinations, but individual applicants, at the discretion of the committee on admissions, may be required to take a series of psychological tests.

In the evaluation of credentials, consideration is given to the requirements of the school attended, the type of course taken, the yearly grades, and the achievement of the applicant as indicated by the cumulative record. Preference is given to the applicant who stands in the upper third of her class or who has no single grade below 75.

HEALTH REQUIREMENTS. Young women who plan to enter a school of nursing should possess good health from both a mental and a physical standpoint. Emotional stability is a necessity. There should be no marked deviation from normal weight. It is particularly important that defects in skin, eyes, ears, nose, and throat be corrected before admission. Young women who have been subject to injuries of back or hips, to fallen arches, to sacro-iliac strain, to "nervous conditions", or who have tendencies to tuberculosis should not undertake nursing. Before appointment, prospective students must present a physician's record of sound physical condition and a history of good health.

At the time of admission to the school a physician's certificate must be presented which states that the applicant has been immunized against diphtheria, against typhoid fever within three years, and against smallpox within one year. A statement from a dentist to the effect that teeth have been put in good condition is also required. Forms for these statements are supplied by the school. While exceptions will be made when the time between appointment and entrance is short, every effort should be made to carry out these health requirements in order that the student may be at her best physically during her first months in the school and not be subjected to even slight physical discomfort or loss of time that sometimes follows immunization.

An adequate vacation should precede entrance to the school.

ACCEPTANCE AND DISMISSAL. The Principal of the school, with the approval of the Director of the Hospital, decides as to the pupil's fitness for the work, and whether the student in the preliminary course should be retained. The preliminary course is of six months duration. During the first four months the major part of the course is given in the classroom, the remainder on the wards where the practice in nursing is closely supervised. The major part of the last two months is spent on the wards in order to determine the student's ability to adjust herself to the ward situation. The school cap is given to those who successfully complete the first period of four months and the school uniform is given to those who successfully complete the entire preliminary course.

The Principal of the school may, with the approval of the Director and the Chairman of the Trustees' Committee on the General Hospital Training School for Nurses, terminate the connection of a pupil with the school at any time for reasons which may to these officers seem sufficient.

HOURS OF DUTY—VACATION. The nature of hospital work is and always will be such that emergencies may arise which will necessitate deviation from the prescribed hours of duty but the unreasonable number of hours of work and the great amount of housework often supposed to be required of a student nurse belong to a past generation. In all first-class hospitals most of the housework was long ago given over to maids, and in this hospital much of the other routine work, formerly done by student nurses, is now done by a corps of ward helpers. During the first four months, the schedule of hours for ward duty is approximately twelve hours a week. During this period the students are off every Saturday afternoon, the morning of one Sunday, the afternoon of the next Sunday, and all of every third Sunday.

In the General Hospital, after the preliminary term, the fifty-two hour a week schedule for day ward duty is in effect. Student nurses are off one-half day during the week and a half day on Sundays and legal holidays. Five days each week pupils work eight hours. Classes must sometimes be attended in off duty time. Student nurses, assigned to night duty, work eight hours each night beginning at eleven o'clock. Each period of night duty is generally four weeks.

During the course, nine weeks of vacation are given at such times in the various years as best fit the class program. As a health measure the Principal may stipulate that in addition seven days may be used for rest or for care of minor illness in order that more serious illness may be averted. Throughout the three years emphasis is placed upon positive health.

RESIDENCE. The Massachusetts General Hospital has three comfortable residences for the nurses. The Thayer, which is situated on the hospital grounds, is connected with the main buildings by subway and accommodates 128 nurses. In the Thayer there are fifteen double rooms. All other rooms are single. It has a laundry, kitchenette, recreation and tea rooms. The wing overlooks the Charles River and has a roof furnished with awnings, steamer chairs, and hammocks. The Charles Street House, about eight minutes walk from the hospital, is used when new classes fill the other houses to capacity. With the exception of three single rooms, all rooms in that house are double. The Walcott House is just outside the hospital grounds and is connected with the main buildings by subway. It has 142 single rooms, a large, attractive reception room, recreation room, two small social rooms, kitchenette, classroom, reference library, and laundry. That building also has a roof which is available for outdoor use.

EXPENSES. The cost of the course including uniforms and regular fees is approximately $112. Certain additional costs listed below should also be taken into consideration.

Excepting the registration fee, all regular fees are payable upon entrance to the school.

Registration fee . . . . . $ 5.00
Payable when appointed to the school. Not refundable.

Tuition fee 45.00
Payable on entrance to the school. Not refundable.

Breakage fee 10.00
Payable on entrance to the school. Balance, if any, refundable upon graduation or resignation from the school.

When breakage exceeds $10, a second deposit will be required.

Student activity fee 5.00
Payable on entrance to the school. Not refundable.

Deposit for keys 1.00
Payable on entrance to the school. Refunded upon return of keys.

Carfare for educational trips 6.00
During the three years, students should be prepared to meet the expense of certain educational trips, the total cost of which will not exceed $2 per year.

Total fees paid by all students $72.00

During the first six months, the student provides her own uniforms which are secured from a specified company according to directions supplied at the time of appointment. Approximate cost $40.00

After the preliminary term or when the student is fully accepted into the school, she wears the uniform of the school, provided by the hospital.

From the time of admission, the school provides the basic textbooks. Any student who leaves before graduation must return the uniforms and textbooks to the school. They may be retained upon graduation.

Throughout the course, the student will be maintained by the hospital without expense for board, room and laundry. Other expenses for clothing, recreation, etc., should be provided for by a personal budget or allowance. No financial compensation is given.

Certain additional fees may be necessary:

For repeating a course

If a student is permitted to repeat a course, an additional tuition fee will be charged. . 5.00–10.00

For reexamination

If the class standing of a student warrants, opportunity will be given to repeat a final examination 2.00

For books

Certain basic textbooks are furnished without charge. In the advanced courses, students should be prepared to purchase three to four textbooks 8.00–10.00

For the elective affiliation in public health nursing

Beginning October 1, 1939, students who elect and who are assigned to the affiliation in public health nursing will be required to pay an additional tuition fee of $10. It is also necessary to plan on as much as $10 for car-fares during this assignment . . . 20.00

SCHOLARSHIPS—LOAN FUND. Each year the hospital offers a limited number of $100 scholarships to pupils who need financial assistance. An applicant for a scholarship must have been in the school more than six months, and not be within six months of graduation; she must not have fallen below 75 per cent in any one subject, and must have an average of 85 per cent. A loan fund for student nurses has been established in memory of Marion Moir West (1889). This fund was established by a sister of Miss West, and is administered by the Principal of the school.

HEALTH SERVICE. CARE OF ILLNESS. Because of the increasing emphasis on the maintenance of health and the prevention of disease, it becomes imperative that the nurse herself sets an example of health. The school endeavors to conserve and promote the health of the students and requires them to co-operate in this endeavor. Prerequisites for a satisfactory health program are right

living and working conditions. These programs are outlined elsewhere.

A member of the Medical Staff of the Hospital and a graduate nurse are directly responsible for the care of the health of the students. Any or all of the medical resources of this great hospital are available when needed for student care. The first step in the health program is a thorough physical examination including an x-ray of the chest. The hospital maintains a daily morning clinic to which students may report for instruction relative to the establishment of positive health habits or for physical examination and care. There is a routine yearly physical examination. Weights are recorded bi-monthly and marked deviations from normal weight are given the necessary attention. Each student must herself meet the cost of adequate dental care. The dietary regime is in charge of the graduate dietitians and the menus are so planned that an adequate and properly balanced diet is assured. The staff of the school includes a graduate of a school of physical education who is prepared to aid in the correction of postural or similar defects. This worker is also supervisor of extra-curricular activities which make their particular contributions to the health program.

Minor illnesses are cared for in the school infirmary. Illnesses of a more serious nature are cared for in the hospital, without cost to the student, for a reasonable length of time. The school cannot assume financial responsibility for extended care of illness that may result from defects or conditions that existed before entrance, or for illnesses of a chronic nature. As this hospital does not admit patients with contagious diseases, any students who contract these diseases are cared for in one of the local hospitals which does admit this group of patients. It is generally the policy of this hospital to pay for that care. Whenever or wherever special nursing is requested this expense must be borne by the family. The same would be true if a fee were necessary for a blood transfusion.

All time lost because of illness is made up.

LEAVE. Students are not privileged to absent themselves from the school to care for sick relatives or for other personal reasons. Absence is allowed only in extreme cases. If absence is prolonged, the date of the student's return and her semester placement

in the school is determined by the Principal. Loss of time for any reason must be made up.

ADVANCEMENT AND GRADUATION. Students advance from year to year who satisfactorily complete the prescribed course of each year, pass the examinations, demonstrate ability in nursing, and in the opinion of the Principal and Staff of the school are personally fitted to assume the responsibilities of the nursing profession. Students who fail in any of these requirements may at any time during the course be conditioned or recommended to withdraw. These young women should resign without hesitation and need have no sense of failure if, through no fault of their own, they may neither possess nor be able to acquire the essentials of a good nurse. The standard of grading adopted by the school is as follows: A, excellent; B, good; C, fair; D, low; E, condition; and F, failure. Final course grades will be evaluated on a basis of weighted quality points: A, 4 quality points; B, 3 quality points; C, 2 quality points; D, 1 quality point; E and F, 0 quality points. Failure to meet the school standard places a student on condition. When the student has satisfactorily completed the entire three-year course, passed all the examinations, shown ability in nursing, and, in the opinion of the school authorities, has the personal qualifications necessary for a nurse, she will be given the diploma and pin of the school. Each graduate is required to leave, for her permanent record in the school, a photograph of such size and style as the Principal deems desirable.

THE ALUMNAE ASSOCIATION. This Association was organized in 1895. The object is to improve the professional work of the graduates and to promote good fellowship among them. Monthly meetings are held from October to May, inclusive. The Alumnae has endowed a hospital bed for the use of its members who are ill, has created a Loan Fund for post-graduate study, and is in the process of creating an endowment fund for the educational purposes of the Training School. The organization has published a history of the Training School and also publishes a quarterly magazine. The Sick Relief Association is another organization of the graduates.

POST-GRADUATE OPPORTUNITIES. Graduates from the school who wish to specialize in the care of nervous and mental diseases may, by spending a year at McLean Hospital, Waverley, secure the diploma of that school; or by taking a post-graduate course of six months, receive a certificate. These courses prepare a nurse to meet a great and constantly growing need in the community. Alumnae who wish to study methods adopted in the Massachusetts General Hospital since graduation may have two months of clinical experience in the wards of the hospital. Alumnae who have had experience of six months may register at Simmons College for the course in Ward Management and Ward Teaching given in affiliation with this Training School for Nurses.

Graduates of the school who are interested in additional general and professional education may matriculate for the Bachelor of Science degree at Simmons College, Boston, or at Teachers College, Columbia University, New York City. To graduates with no advanced credit except the course in Nursing, Simmons College will allow a maximum of 24 year hours credit. This is usually equivalent to one and one-half years of study in the four-year college course. Teachers College, Columbia University, will grant advanced standing of one year or more of college credit for the three-year undergraduate nursing course.

Graduates of the school, who have satisfactorily completed in an approved college a two-year academic program acceptable to Simmons College, may in one year at Simmons College complete the requirements for a Bachelor of Science degree. In certain cases the year of study may be spent in preparation for head nursing or for public health nursing. A student who plans pre-nursing college study with the hope of completing her work for a degree at Simmons College, should whenever possible, confer with the College when planning her first two years of college study. This is necessary in order to know whether the courses may be acceptable to Simmons College for transfer credit.

Graduates of the school who have previously received a Bachelor's degree from a recognized college will be admitted to Teachers College, Columbia University, as candidates for the Master's degree.

Nurses applying for college entrance with advanced standing will be expected to meet the entrance requirements of the college, to be

registered, and to be recommended by the principal of the school as being able and prepared to carry college work.

ADVANTAGES OF THE NURSING PROFESSION. The study of nursing brings further opportunities for education to the high school graduate, at small expense to the student, because she assists in the care of the hospital patient. For this, the hospital provides maintenance and instruction. During the course, the student gains a knowledge of life, of health, and of the prevention of disease. This should make every graduate a valuable member of her community. Second only to the service of the woman who is the head of her own home is the service of that woman who, to a background of education and refinement, adds the course of instruction given in a well organized school of nursing. An education in nursing is an excellent preparation for the woman who may some day be responsible for the administration of a home and the upbringing of her children.

The opportunities for graduates are presented in four main fields. Private duty in a home or in a hospital may be full time with one patient, or hourly nursing with several patients. Hospital nursing may be that of staff nurse, head nurse, supervisor, instructor, principal of the school, superintendent of nurses or of the hospital, laboratory technician, anesthetist, or assistant in research. Public health nursing may be in a school, in an industry, or in a community. The nursing in Government Services may be with the Indian Bureau, Army, Navy, Veterans' Bureau, or Public Health Service. Every qualified nurse who has a sense of allegiance to her country will join the Red Cross Nursing Service.

During the last few years much has been said and written about the over supply of nurses and the consequent unemployment. While a number of well prepared nurses faced too many and too long periods of unemployment, many more faced this because they were inadequately prepared to meet the demands that are made upon the nurse of today. In some instances the lack was in nursing education and experience, but more often the lack was in personality qualifications. The nursing profession has been alive to this situation and has applied many remedies. This school, in common with many others, has grown more discriminating in the choice of students, has

continuously improved its curriculum and endeavored to aid the student to develop the best possible personality qualifications. The enrollment of the school has been reduced during the last two years by about ten per cent. This institution was one of the first in this section of the country to spread employment by the establishment, in 1934, of an eight hour day for hospital private nurses. Today the census of the graduate nursing staff is three hundred and thirty and of the private duty nurses in the hospital approximately two hundred. These figures show a daily employment of nearly five hundred and fifty nurses. While to a degree nursing is a seasonal occupation, affected by seasonal illnesses, this school, because of the factors indicated above, is not at present particularly apprehensive concerning the unemployment of its graduates, provided of course that the employment situation in the country at large continues to improve, and provided that the students make the best use of the school's curriculum, and upon graduation, from time to time, supplement their under-graduate preparation with post-graduate study.

Facilities for Instruction

CLINICAL FACILITIES. The opportunities offered by a large general hospital assure a broad and varied clinical experience for the student nurses. The Massachusetts General Hospital and the other institutions with which the school is allied offer extended and diverse clinical resources for the teaching of nursing. The General Hospital has a capacity of 430 beds. There are three main services: surgical, medical, and pediatric. There are such special services as orthopedics, dermatology, urology, and neurology. Because of the relationship of this hospital to the Harvard Medical School and because there is such a large element of research in the hospital, the operating room has a very active service. Diet now plays a large part in the cure and prevention of disease. The extensive use of diet therapy in this hospital provides wide experience in this increasingly important aspect of nursing.

The Out-Patient Department is comprised of 43 different clinics and each student has two or more periods of experience in this department. Every student has valuable clinical experience in the Baker Memorial, the building for people of moderate means, now open to a capacity of 242 beds. All students go to the Boston Lying-In Hospital for a three months affiliation in obstetrical nursing, 50 per cent go for two months affiliation at the Massachusetts Eye and Ear Infirmary, and 40 per cent to the McLean Hospital for a three months affiliation in mental nursing.

There are four elective courses for a small number of selected students: one of three months in the hospital Social Service Department, one of three months at the Boston City Hospital or one of two months at Massachusetts Memorial Hospital in the care of patients ill with contagious diseases, one of four months observation and participation in teaching the sciences allied to nursing or in teaching nursing, and the very popular two months course at the School of Public Health Nursing, conducted jointly by Simmons College and the Community Health Association. The hospital pays a portion of the tuition of these latter students and maintains them at the hospital while they are taking the course. The students must meet the expense of carfares during the public health affiliation.

TEACHING STAFF. The teaching and supervisory staff includes a large group of nurses and members of other hospital departments who are well prepared in their fields from the standpoint of academic education, professional preparation and experience. A recent outstanding development is the appointment, on a full-time basis, of a trained librarian in charge of the nurses' reference library. A second outstanding development is the appointment on a full-time basis of a public health nurse to the teaching staff of the school. Her major responsibility will be to incorporate the public health point of view into the entire curriculum, to create and teach a course which includes specific aspects of public health nursing, and to make available to the students opportunities for experience in the teaching of positive health. The medical aspects of nursing are taught by physicians. The majority of these are graduates of Harvard Medical School and have appointments on the permanent medical staff of the hospital. The allied departments of social service, occupational therapy and diet therapy provide qualified instructors for classes in their respective services.

CLASSROOMS. LABORATORIES. LIBRARIES. There are three large classrooms and two laboratories of which the school has the exclusive use. One laboratory is well equipped for the teaching of sciences and the other for the teaching of dietetics. Other classes are held in the various amphitheatres and clinic rooms of the hospital. The reference library of approximately 2,000 volumes and 30 periodicals is in the Walcott House. This room has been twice enlarged, but it is hoped that the immediate future will see further development. Students have full access to the Warren Library, the patients' fiction library of 4,361 volumes. With certain limitations students also have access to the Treadwell Library, which is the hospital's medical library of 15,037 volumes and 121 periodicals.

EXTRA CURRICULAR ACTIVITIES. The staff of this school, in common with many other educators, believe that the so called extra curricular activities make a real contribution to the student's social growth. Therefore, a definite plan has

been made for the creation and supervision of these activities. For this purpose the school has provided a full time physical-social director, a graduate of the Sargent School of Physical Education and Boston University. The extra curricular activities are under the direction of the physical-social director and the Student Nurses Cooperative Association. Social activities are adjusted to the varying interests and needs of individual students. Informal dances and parties are held each month in the residences. Bridge, dramatics, glee club, book club, tap dancing, basketball, tennis, and swimming at a nearby pool are available for all. Every member of the school is expected to select one or more activities in which she wishes to participate. The physical-social director plans excursions to places of historical interest. She informs the students concerning lectures, concerts and various educational exhibits in Boston.

The Student Nurses Cooperative Association is a student-faculty organization. Under faculty guidance, students take an active share in plans to establish and maintain happy and constructive relationships in the residences.

LIBRARIAN, PHYSICAL-SOCIAL DIRECTOR AND THE BOOK CLUB ENJOY A BOOK REVIEW

NURSES' REFERENCE LIBRARY

Curriculum

INTRODUCTION. The program is so planned that the three years are divided into three periods respectively: the first, includes the preliminary and junior terms; the second, the intermediate term; and the third, the senior term. The art of nursing has developed to a degree where the educational program of a nurse requires careful planning to provide an opportunity for progress from the elementary to the more complex problems. A consistent integration of courses and field experience stimulates student growth and thereby increases the value of the curriculum.

Because there is today a greater emphasis than ever before upon the maintenance of health and because the nurse plays a greater part than ever before in this program, the modern school of nursing can no longer limit its curriculum to only those courses that prepare the nurse to aid in the cure of diseases, but must also include those courses that will prepare the nurse to aid in the prevention of disease. It is the first responsibility of the instructor in public health nursing to incorporate the public health point of view into the present curriculum. She will develop the existing courses and create such new ones as will give the student some comprehension of an adequate health program for the home and the community. The major task of this instructor will be the development and administration of a plan within this school by means of which the students may be prepared to use their opportunities and discharge their responsibilities to the present-day program for the maintenance of health and the prevention of disease.

A trimester program is planned to provide opportunity for giving better nursing care, to improve teaching methods, to correlate ward experience with class room instruction and to reduce not only the size of the classes, but also the number of class hours per week for each student. This program also makes possible a well balanced class schedule for those students who are granted special affiliations which necessitate residence in the affiliating schools. A three-term plan makes possible the instruction in all basic clinical courses during the first year the student is in the school.

The teaching methods of the school include lecture, recitation, classroom discussion, assigned reading, excursion, project, panel, and symposium. There is laboratory teaching both by demonstration and student participation. In a number of the classes the projectoscope and moving pictures are used as visual aids. The use of chart, manikin, and skeleton is supplemented by blackboard drawings. In the biological courses fresh and prepared specimens are supplemented by the use of prepared slides.

The student does not assume regular ward duties during the first four months. The ward practice of this period is especially well supervised and averages about twelve hours weekly. This time is devoted to the practice of nursing technics taught in the class room.

SUMMARY OF CLINICAL EXPERIENCE. The distribution of ward assignments for a typical student generally shows the following schedule by months: preliminary course, six; surgical nursing including operating room, nine; medical nursing, five; pediatric nursing, three; obstetrical nursing, three; diet kitchen, one; special wards, such as skin, orthopedic, neurological, one and a half; and one major or two minor electives, four. The typical student has three out-patient clinics and is assigned from the ward where she is on duty to the clinic of the same service; that is, from a medical ward to a medical clinic, or from a nerve ward to a nerve clinic. The largest number of patients in this hospital, as in most others, is surgical, therefore this is the service in which there is the longest period of experience.

Description of Courses

NATURAL SCIENCES

ANATOMY AND PHYSIOLOGY (90 hours) Miss Cartland

This course of study is designed to give an intelligent understanding of the structure and function of the human body, and to serve as a basis for the understanding of the principles and practice of nursing, hygiene, dietetics, materia medica, and the later study of pathological conditions and allied subjects.

CHEMISTRY (30 hours) Miss Cartland

Lectures and laboratory organized to familiarize the student with the fundamental principles of inorganic, organic, and bio-chemistry. Particular emphasis is placed upon the relationship of chemistry to nursing and upon its practical applications, such as energy changes taking place in respiration, digestion and other body processes.

MICROBIOLOGY (40 hours) Mrs. Bourgeois

This course is organized to acquaint the student with the development of the science of bacteriology and its principles as they apply to medicine and surgery. Practice is given in the technics which are included in nursing measures such as sterilization, disinfection, and prevention of the spread of disease. Nursing procedures which illustrate the principles of asepsis and antisepsis are taught concurrently with this course.

NURSING

NURSING I

INTRODUCTION TO GENERAL NURSING PRINCIPLES AND PRACTICE
(200 classroom hours; 160 hours supervised ward nursing practice)
Miss M. R. Smith, Miss Evers, and Assistants

This course aims to present an adequate concept of good nursing. While the emphasis is placed on the special responsibility of nursing in the relief and care of illness, the student also learns that the pro-

motion of health and social welfare is a responsibility shared with other professional groups. Through classroom discussion, demonstration and practice of technics, the student is introduced to general nursing care. As sufficient skill is developed, she uses these technics under individual supervision in the actual care of mildly ill patients. The course includes the preparation and maintenance of a suitable environment for the care of a patient, general nursing measures and the simpler curative technics with their underlying scientific principles, and methods of planning nursing care for the individual patient. There are units on bandaging, massage, and diversional occupation. The content of the course is interrelated with that of the basic science courses to facilitate adjustment to the patient's nursing needs.

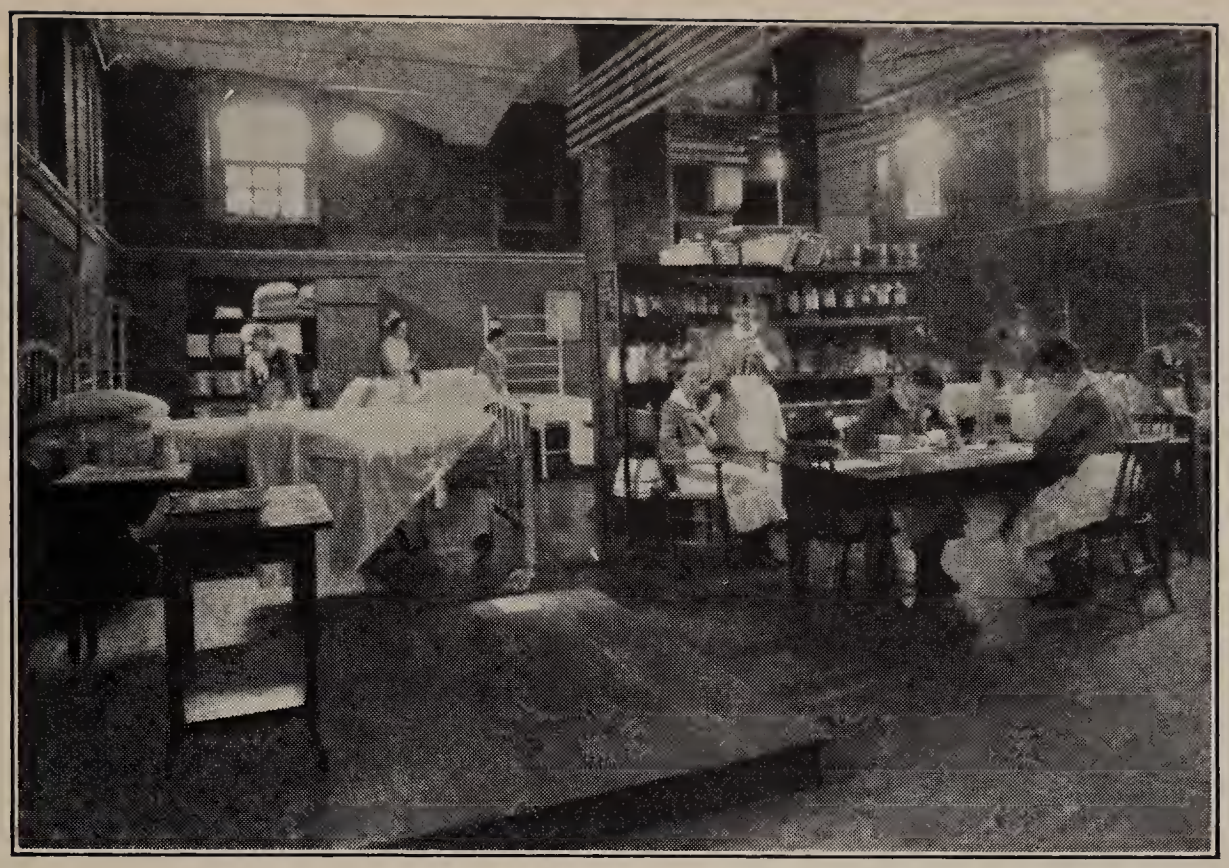
NURSING II—INTRODUCTION TO CLINICAL NURSING (45 hours)
Miss M. R. Smith, Miss Evers, and Clinical Supervisors

This course follows Nursing I and is given concurrently with the Introduction to Medical Science to orient the student to her junior ward assignments and to her increasing responsibilities for care of patients and for ward routines. As a preliminary step to the writing of nursing care reports and nursing case studies, a study is made of methods of planning nursing care for the individual in relation to his health, therapeutic, comfort, and social needs. Consideration is given to planning and managing the care of a group of patients in relation to one another and to the total ward responsibilities of the nurse. The practice phase of the course is conducted mainly by ward supervision of the nursing technics and of the student's adjustment to general ward activities.

NURSING III

NURSING CARE ADAPTATIONS TO EXTRA-HOSPITAL SITUATIONS (30 hours)
Dr. Chapman, Dr. Fish, Miss Smith, Mrs. Bourgeois, and Clinical Supervisors.

A presentation of principles underlying effective nursing care of typical extra-hospital situations which the graduate nurse may meet. Problems involved in nursing situations such as the improvising of home equipment for general care, comfort and treatment measures,



NURSING LABORATORY

SCIENCE LABORATORY

A MEDICAL WARD

nursing in emergencies, surgical technic, and the care of premature babies. Nursing care is planned on the basis of personal and family needs. Group demonstrations, discussions and projects serve as methods of study. Practice in emergency situation procedures as required for certification by the American Red Cross is included.

SOCIAL SCIENCES—APPLIED TO NURSING

STUDY METHODS (5 hours) Miss Kempf

An introductory unit of the Psychology course which is given to aid the student in the development of good study habits. Lectures, discussions, and conferences on how to read, take notes, organize materials, and use other skills entering into effective study.

PSYCHOLOGY (16 hours) Miss Kempf

Lectures, panel discussions and experiments are used to illustrate fundamental principles underlying human behavior. The mental processes involved in daily adjustments are studied and consideration is given to the influence of constitutional factors and life experiences in determining the total personality. Emphasis is placed upon the underlying principles of teaching and their application to the teaching of health according to patients' needs.

SOCIOLOGY (15 hours) Miss Kempf

A study of the principles underlying group living, the evolution of family life, and the economic, social and personal problems which confront the present-day family. The development of group life through the years of human experience to its present complex organization is considered. The student is introduced to community agencies concerned with the improvement of social welfare.

NURSING ETHICS AND ETIQUETTE (16 hours) Miss Johnson

These lectures and discussions are based upon the underlying principles of human conduct as related to professional ethics and etiquette. The object of these classes is to aid the student in adapting herself to her new environment and to give her an appreciation of her responsibilities to the patients, the hospital, the school of nursing, and her co-workers.

HISTORY OF NURSING (16 hours) Miss Sleeper

A survey of the historical development of nursing. The course is planned to acquaint the student with the great leaders who have established the traditions and ideals of nursing. Nursing systems and institutions are studied to show how changing social and economic conditions have influenced the expression of nursing ideals.

SOCIAL HYGIENE (6 hours) Miss Johnson

An interpretation of the Social Hygiene program of the official and non-official health organizations. One objective is to aid the student to make a sound personal adjustment in relation to the sex factor in her own life and another is to aid in the preparation of a nurse who can assist in the effective teaching of social hygiene.

SURVEY OF THE NURSING FIELD. ETHICS. PROBLEMS AND OPPORTUNITIES IN NURSING (30 hours) Miss Johnson

A brief survey of the developments in the field of nursing and of programs of preparation for service in the various branches of nursing. A discussion of the problems a nurse may meet in these fields. A history of the professional nursing organizations and an interpretation of their contributions to nursing. An effort to enlist the interest of the students to a degree where as young graduates they will actively support these organizations and the profession as a whole. This course includes a unit in preparation for private duty nursing.

HEALTH EDUCATION

HEALTH EDUCATION I AND II (15 hours)
Dr. Nathan, Dr. Crone, Miss Kempf, and Miss Roberts

This course is taught concurrently with the physical and biological sciences and Nursing I. Principles and practices of hygiene as they influence the maintenance of normal structure and function are stressed. Individual and group projects are developed on major problems of personal hygiene as related to student nurses. Opportunities and obligations of the nurse as a teacher of health are illustrated.

PUBLIC SANITATION AND COMMUNITY HYGIENE (15 hours)
Miss Cartland

The object of this course is to give to the student some practical knowledge of the methods which are used to protect the health of individuals and communities. By showing the contributions of medical science in the prevention of disease, and by studying methods of control and education, an attempt is made to impress the student with the responsibility of nurses for sharing actively in disease prevention.

PRINCIPLES AND PRACTICES OF PUBLIC HEALTH AND OF PUBLIC HEALTH NURSING (21 hours) Miss Maher

This course is planned to give the students an appreciation of the teaching function of the nurse and to create an awareness of the nurse's obligations as an integrating agent in the organized community health program. It includes lectures which familiarize the student with the history, function and practice of public health nursing as developed locally and nationally. Individual conferences during the student's Out-Patient Department experience guide her in learning how to recognize patients' needs and how to adapt her teaching to them. Excursions are included to those agencies and institutions which are set up to meet the health needs of the individuals of the community.

NUTRITION AND DIET THERAPY

NUTRITION I—NORMAL NUTRITION (36 hours)
Miss Seibert and Miss Pearson

A study of the nutritional requirements of the body at varying age levels, occupations and climates. The application of these requirements in the construction of dietaries for normal individuals and families. A study of the care of food in the home and its preparation with particular emphasis in the laboratory on those foods used in the dietaries of convalescents.

NUTRITION II—PRINCIPLES AND PRACTICE OF DIET THERAPY (15 hours) Miss Seibert

The principles of diet therapy as they are applied to the planning and serving of corrective diets to patients in the hospital. The case

method of study is used to determine results secured from dietary measures and their importance in the treatment of disease.

NUTRITION III—SOCIAL DIETETICS (7 hours) Miss Duckles

A group of classes planned to assist the student in summarizing her knowledge of normal nutrition and diet therapy. Emphasis is placed on applied dietetics particularly as related to clinic patients, and their social and financial problems. Special attention is given to food budgets and to the food habits of the foreign born. The content of this course should enable the nurse to make a more valuable contribution to any program for the maintenance of health—in the home, the clinic, and the community.

MEDICAL SCIENCE

MATERIA MEDICA I (30 hours) Mrs. Bourgeois

This course of study furnishes opportunity for the student to prepare solutions and measure drugs which may be used before instruction is given in advanced materia medica. The course is preceded by a pre-test in the fundamentals of arithmetic. A study is made of the apothecary and metric systems, the commonly used terms, the symbols, the classification and administration of drugs. Practice is given in the preparation of solutions and fractional doses. Every student is individually supervised in this procedure in the laboratory and on the hospital ward before she begins to assume responsibility for administration of medicines.

MATERIA MEDICA II (23 hours) Mrs. Bourgeois

The study of drugs and other common types of therapy. Emphasis is placed on the important drugs, their administration, dosage, mode of action, toxicology, emergency treatment, and therapeutic use as related to the systems affected. Effort is made to develop in the student an appreciation of the nurse's responsibility in administering or in assisting with the administration of the various types of therapy.

INTRODUCTION TO MEDICAL SCIENCES (30 hours)
Dr. Allison, Miss Sleeper, Miss Cartland, and Mrs. Bourgeois

An introductory clinical course designed to assist the student with the application of the physical, biological, and social sciences to the

beginning study of disease and the care of the sick individual. The course is divided into three units, one on disease, its causes, common manifestations and diagnosis; a second, a unit from the course in materia medica which presents the common types of therapy; and a third, a unit from the course in public sanitation which emphasizes prevention of disease. In as far as possible, the course is correlated with Nursing II and concurrent ward experience.

MEDICINE I—GENERAL MEDICAL DISEASES AND NURSING CARE (36 hours) Dr. Means, Dr. King, Dr. Bauer, Dr. Jones, Dr. White, Dr. Kinsey, Miss Cannon, and Miss Corbett

A study of the etiology, clinical manifestations, course, treatment, and prevention of disease. The course is given concurrently with the students' medical ward experience which applies the study to individual patient care through bedside clinics, case studies, individual and group conferences. The social aspects of medical diseases are discussed in their related sequence by the Medical Social Worker. The content is arranged in five units of approximately seven hours each.

MEDICINE II (16 hours) Dr. Waldron and Miss Corbett

Lectures, discussions, and nursing classes which are concerned with the nature of the principal communicable diseases. Special emphasis is placed on mode of transmission, general symptoms, complications, and prevention. The social and economic aspects of the venereal diseases are discussed by the Medical Social Worker.

DERMATOLOGY (10 hours) Dr. Swartz and Assistant

The etiology and symptomatology of skin diseases are presented by lecture, discussion, and demonstration of clinical material. The study covers the most common social, occupational, and parasitic dermatoses, placing special emphasis upon syphilology and the importance of the early recognition of signs and symptoms. This course is given concurrently with the study of medical diseases.

SURGERY I—GENERAL SURGERY (36 hours)
Dr. Churchill, Dr. Kazanjian, Dr. Thompson, Dr. Adams, Dr. Simeone, Miss Convelski, and Miss Farrell

This course is designed to teach the general principles and prac-

tices of surgery, emphasizing especially the etiology, symptomatology, pathology, treatment, and commonly employed surgical nursing procedures. It is given concurrently with the students' surgical ward experience which includes bedside clinics, case studies, individual and group conferences related especially to the individual observation and care of surgical patients. Two lectures on anesthesia are included.

SURGERY II—SURGICAL SPECIALTIES (15 hours)
Dr. Adams, Dr. Thompson, Dr. Suby, and Miss French

Three individual units of study have been set up within this course covering gynecological, urological, and surgical chest conditions. Specialized nursing procedures are taught with each unit and special emphasis is placed on the development of right attitudes toward patients with these conditions.

OPERATING ROOM TECHNIQUE (9 hours) Mrs. King

A brief course consisting of two units. The first given in the intermediate year, presents the principles underlying asepsis and the technique used in the care of a surgical patient. The second unit is given preceding the operating room assignment. Principles are taught and methods demonstrated which will orient the student to the operating room and assist her in the development of skill in operating room procedures.

ORTHOPEDICS (18 hours) Orthopedists and Miss Navas

Lectures, clinics, and nursing classes are given on the cause, prevention, and course of these disease conditions, and on the correction of deformities. The importance of factors peculiar to the nursing care of orthopedic patients is emphasized, and the student is taught the application and the care of apparatus used in orthopedic work. The social aspect of convalescence and rehabilitation is discussed by the Orthopedic Social Worker. An illustrated lecture presents the contribution of occupational therapy in the care of orthopedic patients.

NEUROLOGY (10 hours) Dr. Michelsen, Dr. Adams, and Miss French

After a brief review and a more detailed study of the anatomy and physiology of the nervous system, a general survey is made of the more common neurological and neuro-surgical conditions. Through the nursing classes, specialized nursing measures are presented.

PSYCHIATRY (15 hours) Dr. Young and Miss Cooney

A brief study of the causes underlying mental disease; the relation between physical and mental illness; the early manifestations of mental difficulties; the modern principles and methods of prevention and treatment; and the social, economical, and educational aspects of mental disease in the community. Lectures and nursing classes are effectively supplemented by clinics at the McLean Hospital.

OBSTETRICS AND NURSING CARE (60 hours)
Obstetricians and Miss Drechsel

This instruction and experience is obtained by affiliation with the Boston Lying-In Hospital, where a course is given in the nursing principles and practice of obstetrics. The theory is given by outstanding obstetricians and nurse instructors. The students are taught the care of normal infants and the prenatal and post-partum care of the mothers. Charts, models, specimens, and lantern slides provide the illustrative material.

PEDIATRICS (30 hours)
Dr. Higgins, Dr. Burgin, Dr. Gardner, and Miss Stevens

This course presents the physical, mental, and social development of normal children and the major aspects of diseases of children. Lectures, demonstrations and nursing classes are given with clinical illustration of cases as available. Special emphasis is placed on preventive measures, mental hygiene, habit formation, dietary needs, and preparation of food. The course also includes care of premature infants and diversional therapy for children.

NURSING IN DISEASES OF THE EYE, EAR, NOSE AND THROAT (15 hours)
Dr. Evans, Dr. Johns, and Miss Scherer

Lectures, clinics and nursing demonstrations are given by the medical and nursing staff of the Massachusetts Eye and Ear Infirmary. These include a brief review of the anatomy and physiology and a study of the diseases of these organs. The principles underlying prevention, treatment, and nursing care are included. Excursions to the Massachusetts Eye and Ear Infirmary help to make the course of study more vivid and valuable.

SUMMARY OF CLASS HOURS

NATURAL SCIENCES—APPLIED TO NURSING . . . . 160 hours
- Anatomy and Physiology—90
- Bacteriology and Home Sanitation—40
- Chemistry—30

NURSING . . . . . 275 hours
- Nursing I, II, III—200, 45, 30

HEALTH EDUCATION . . . . . 51 hours
- Health Education I and II—15
- Principles and Practice of Public Health and Public Health Nursing—21
- Public Sanitation and Community Hygiene—15

NUTRITION AND DIET THERAPY . . . . . 58 hours
- Nutrition I, II, III—36, 15, 7

SOCIAL SCIENCES—APPLIED TO NURSING . . . . 104 hours
- History of Nursing—16
- Nursing Ethics and Etiquette—16
- Psychology Applied to Nursing—16
- Social Hygiene—6
- Social Service—8 (included with related courses)
- Sociology Applied to Nursing—15
- Study Methods—5
- Survey of the Nursing Field—30

MEDICAL DISEASES AND NURSING CARE . . . . . 149 hours
- Dermatology—10
- Diseases of the Eye, Ear, Nose and Throat—16
- Introduction to Medical Science—30 (12 included with other courses)
- Materia Medica I, II—30, 23
- Medicine I, II—36, 16

SURGICAL DISEASES AND NURSING CARE . . . . . 78 hours
- Operating Room Technique—9
- Orthopedics and Nursing Care—18
- Surgery I, II—34, 15
- Anesthesia—2

NEUROLOGY AND PSYCHIATRY . . . . . 25 hours

OBSTETRICS AND NURSING CARE . . . . . 60 hours

PEDIATRICS, INFANT FEEDING AND NURSING CARE . . 30 hours

Total 990 hours

NOTE: In addition to the foregoing, organized ward or clinic instruction is given.
- Medical Ward Instruction . . . . 2-4 hours each week
- Surgical Ward Instruction . . . . 2-3 hours each week
- Out-Patient Clinic Instruction . . . . 1-2 hours each week

A Program for College Graduates

For many years it was the policy of the Massachusetts General Hospital Training School for Nurses to give no credit of time to college graduates. It seemed wiser to make a very rich three years by giving special courses and special affiliations. This method has proved satisfactory to the majority of the college graduates who have completed the three year course. But because the time element is such an important factor to many of these young women, because they cannot judge the value of these special courses before entrance, and as the particular specialty which the student elects may not be available here, it has been decided to follow the policy of other schools by granting a time allowance, under certain conditions, to college graduates who wish to take the basic course of training.

Graduates of approved colleges may be given from three to eight months credit on the three-year course, provided their college courses have included the basic sciences related to nursing. The four basic sciences which should be included in the college work are biology, chemistry, sociology, and psychology. Students should present at least one year of academic credit in each of these subjects.

College courses in bacteriology, hygiene and sanitation may be offered as part of the biology requirement. Courses in philosophy or education may be offered as part of the psychology requirement.

The amount of time to be allowed the student will depend upon the college credentials presented by her, and upon the grade of theoretical and practical work done in the nursing school.

Applicants for this course should realize that the nursing laws in many states demand three years of training for the nurse presenting herself for registration examinations. The rulings of the State Boards of Nurse Examiners vary as to the amount of time credit given to college graduates. As post-graduate courses are accepted by most boards as a part of the three-year preparation, and as most of the graduates of the shortened courses pursue further study in some nursing specialty, little actual difficulty should occur in registering in the majority of the states.

Any student who may wish to spend three years in the school may enrich her course by availing herself, without additional expense, of the special courses in the Massachusetts General Hospital School or in one of the affiliated schools: namely, The School of Public Health Nursing which is conducted jointly by Simmons College and the Community Health Association, the Massachusetts Eye and Ear Infirmary Training School for Nurses, the Training School for Nurses at the McLean Hospital, Waverley, an institution for the care of nervous and mental diseases, and either the Contagious Department of the Boston City Hospital or the Massachusetts Memorial Hospitals.

There is demand for graduate nurses with a broad educational background. While there are many of these nurses in the field, the supply does not meet the demand. Many schools have shortened their courses for college graduates, hoping it would influence a larger number of well-qualified students to enter the schools.

There are many excellent opportunities for the mature woman who is well educated, well prepared professionally, and who possesses pleasing personality, sound judgment, and sterling qualities of young womanhood.

Students

CLASS OF 1939

Genevieve Baker, Chatham, Mass.
Jean Carter, Los Angeles, Calif.
Lucille Casten, Grafton, Nebraska
Elizabeth Crossland, Ansonia, Conn.
Vilma Drolet, Farnumsville, Mass.
Grace Follett, B.A., No. Attleborough, Mass.
Ruth Haddon, East Lynn, Mass.
Margaret Holmes, Lowell, Mass.
Jean Houghton, Marion, Ohio
Dorothy Knowles, Orleans, Mass.
Mary McIntire, E. Waterford, Maine
Alice Metrick, Portsmouth, N. H.
Natalie Middleton, Newport, R. I.
Dorothea Murray, So. Attleborough, Mass.
Aline Patterson, Montreal, Quebec
Barbara Peterson, Meriden, Conn.
Susan Pirhalla, Bridgeport, Conn.
Ethel Slattery, Lowell, Mass.
Lucia Sloper, Pittsfield, Mass.
Harriet Spaulding, Keene, N. H.
Mary Sweeney, Wareham, Mass.
Wanda Szafran, Chicopee Falls, Mass.
Marjorie Townsend, Hingham, Mass.
Grace Babcock, Hull, Mass.
Winona Behr, Andersontown, Pa.
Marion Blake, Gardner, Mass.
Julia Boghosian, Medford, Mass.
Phyllis Brissette, Newburgh, New York
Muriel Cassell, Pawtucket, R. I.
Lovisa Churchill, Brattleboro, Vt.
Alice Clarke, Dorchester, Mass.
Mary Corson, No. Billerica, Mass.
Beulah Cunningham, Bar Harbor, Maine
Ada De Innocentis, Somerville, Mass.
Martha Donohue, So. Berwick, Me.
Dorothy Duffy, Cambridge, Mass.
Ephrosynia Evashko, West Springfield, Mass.
Lucy French, Rockland, Maine
Mary Gay, Cambridge, Mass.
Yvonne Goethal, West Newton, Mass.
Elizabeth Graham, Calais, Vt.
Vilma Hakkinen, Gardner, Mass.
Evelyn Hansis, Needham, Mass.
Elizabeth Light, Putnam, Conn.
Isabel Marshall, Everett, Mass.
Antoinette Massimiano, Pittsfield, Mass.
Rosemary McCann, Lawrence, Mass.
Mary McCarthy, B.S., Manchester, N. H.
Frances McDonnell, Rockland, Mass.
Clare Moran, Winsted, Conn.
Alberta Morrison, Kingfield, Maine
Pauline Myers, Joplin, Mo.
Christine Oddy, B.S., Littlefield, Mass.
Lois Pope, Newton Highlands, Mass.
Phyllis Prescott, Rangeley, Maine
Mary Richards, Wollaston, Mass.
Anne Siplas, Leicester, Mass.
Betty Smithson, Pawtucket, R. I.
Honor Stanton, A.B., Wilton, N. H.
Catherine Tracey, B.S., Worcester, Mass.
Eunice White, New Bedford, Mass.
Eleanor Whiting, Silver Lake, N. H.
Dorothy Wilbur, E. Kingston, N. H.
Phyllis Wilbur, So. Chatham, Mass.
Nellie Wrigley, Holyoke, Mass.
Phyllis Young, Worcester, Mass.
Barbara Yutronich, Lynn, Mass.

CLASS OF 1940

Mildred Anderson, E. Boston, Mass.
Phyllis Arey, Brockton, Mass.
Olga Bassamania, Holyoke, Mass.
Helen Bigda, Holyoke, Mass.
Elizabeth Calandrin, Savannah, N. Y.
Ruth Dulac, Newtonville, Mass.
Lurana Egan, Rockland, Mass.
Mary Gilmore, Manchester, Mass.
Helen Glazier, Holyoke, Mass.
Helen Gredzinski, Bristol, Conn.
Hope Harlow, Old Town, Maine
Mary Huckins, Center Strafford, N. H.
Marjorie Hutt, New Haven, Conn.
Barbara Jensen, Longmeadow, Mass.
Agnes Johnson, Rockport, Mass.
Irene Lajoie, Whitman, Mass.
Lillian Luby, Milford, Mass.
Josephine Mangio, Roxbury, Mass.
Grace McKenna, Taunton, Mass.
Anna Moore, No. Andover, Mass.

Claire Pentecost, Dunkirk, N. Y.
Virginia Plumley, No. Billerica, Mass.
Catherine Powers, B.A., Hinckley, Me.
Rita Rand, No. Andover, Mass.
Mary Reardon, Hartford, Conn.
Elinor Salmon, Reading, Mass.
Alfreda Sierzega, Holyoke, Mass.
Rae Simmons, Falmouth, Mass.
Eleanor Sparling, Melrose, Mass.
Mary Strzemienski, Thorndike, Mass.
Anna Tinkham, B.A., Middleboro, Mass.
Mary Wilkins, Willsboro, N. Y.
Olga Andruskiw, Hudson, N. Y.
Dorothy Ayer, Greenfield, Mass.
Esther Barbour, W. Stewartstown, N. H.
Eleanor Belcher, Pittsfield, Mass.
Virginia Bell, No. Woodstock, N. H.
Celia Best, Fair Haven, Vt.
Julia Binns, Worcester, Mass.
Patricia Bockes, Lowell, Mass.
Dorothy Boos, Pittsfield, Mass.
Mabel Brackett, Boothbay Harbor, Me.
Madalene Brown, Franklin, N. H.
Martha Buckley, A.B., Needham, Mass.
Bertha Cady, Groton, Conn.
Mary Carpenter, A.B., Winchester, Mass.
Mary Carr, B.A., Batavia, N. Y.
Flora Colson, B.S., Ash Point, Maine
Doris Curtis, Naticoke, Pa.
Edith Curtis, Dorchester, Mass.
Bertha Dean, Brookline, Mass.
Jean French, Melrose, Mass.
Ina Galbraith, Essex Center, Vt.
Margaret Giffin, B.A., Somerville, Mass.
Virginia Griswold, Wakefield, Mass.
Loretta Guillemette, Manchester, N. H.
Emily Healey, B.S., Easthampton, Mass.
Mary Hickey, Wakefield, Mass.
Constance Jarvis, Palmer, Mass.
Katharine Jarvis, New London, Conn.
Thelma Johnsen, Dorchester, Mass.
Edith Kelsey, Amesbury, Mass.
Grace Kirmes, Melrose, Mass.
Shirley Leavitt, Gray, Maine
Alma Meriam, Portland, Maine
Eugenie Murphy, Portsmouth, Va.
Catherine Norris, Waterford, Conn.
Melba Packard, Canton, Maine
Eleanor Palmer, Norwich, Conn.
Barbara Pickett, Willamantic, Conn.
Elizabeth Pritchard, B.A., Wollaston, Mass.
Lois Prussman, Athol, Mass.
Margaret Robinson, Providence, R. I.
Barbara Shattuck, No. Edgecomb, Me.
Eleanor Smith, Lowell, Mass.
Esther Snyder, Webster, Mass.
Mary Spinney, Warren, Pa.
Agnes Steinhilber, B.S., Worcester, Mass.
Irene Tirelis, Stoughton, Mass.
Martha Wiswell, Bradford, Mass.
Mary Wright, Warren, Pa.

CLASS OF 1941

Elsie Barter, Quincy, Mass.
Marion Benyon, Newtonville, Mass.
Jeanette Benyon, Newtonville, Mass.
Rita Binkunski, Manchester, N. H.
Eleanor Burke, A.B., Woburn, Mass.
Mary Carter, Dunkirk, N. Y.
Allene Day, A.B., Hartford, Mich.
Josephine Donohue, Lynn, Mass.
Dorothy Fletcher, So. Hamilton, Mass.
Anastasia Gianarakos, Lowell, Mass.
Ruth Hellig, Monson, Mich.
Isabel Holmes, Lowell, Mass.
Winifred Holmes, Wellesley Hills, Mass.
Cynthia Holt, West Boylston, Mass.
Martha Jewell, Wolfboro, N. H.
Helen Koskella, Troy, N. H.
Wilma Kovalik, Bradenville, Pa.
Carolyn Lowney, Watertown, Mass.
Katheryn McKenzie, Claremont, N. H.
Philipmena Madden, Milton, Mass.
Sylvia Manninen, Maynard, Mass.
Grace Mastrodomenico, Rockland, Mass.
Frances McKean, Needham, Mass.
Jeanette McDonald, Falmouth, Mass.
Winona Meilleur, Bristol, Vt.
Mary Monaghan, Charlottetown, P. E. I.
Darthea Noyes, Lakeport, N. H.
Lillian Philbrick, Fort Fairfield, Maine
Regina Piippo, Hebron, Maine
Margaret Robbins, Dorchester, Mass.
Alice Russell, B.A., Rochester, N. Y.
Hilda Sanneman, Wellesley Hills, Mass.
Marjorie Scott, Schenectady, N. Y.
Virginia Sears, Manchester, Mass.
Dorothea Stacey, Chatham, Ontario
Helen Sullivan, Brockton, Mass.
Mary Sullivan, Monson, Mass.
Helen Walsh, Warren, Mass.
Evelyn Witham, Hudson, N. Y.
Helen Wright, Littleton, N. H.
Libby Zagorin, Springfield, Mass.
Irene Ahonen, E. Sandwich, Mass.
Marian E. Bancroft, A.B., Melrose, Mass.
Marion L. Bancroft, Fort Collins, Colo.

Beatrice Belisle, Fall River, Mass.
Alva Bengtson, Barre, Vt.
Rita Boyle, Roxbury, Mass.
Welthea Brown, Augusta, Maine
Edith Butcher, B.S., Worcester, Mass.
Marion Campana, Everett, Mass.
Barbara Campbell, Westerley, R. I.
Mary Louise Casey, Dorchester, Mass.
Marian Clason, Worcester, Mass.
Rae Clough, B.S., Concord, N. H.
Phoebe Cox, A.B., Holyoke, Mass.
Helen Donaldson, Pawtucket, R. I.
Marguerite Ford, B.S., Brockton, Mass.
Doris Friars, Waterford, Conn.
Rita Genna, B.S., Brighton, Mass.
Judith Harding, Somerville, Mass.
Helen Hartnett, Salem, Mass.
Beatrice Herard, Attawaugan, Conn.
Ruth Horton, Acton Center, Mass.
Harriet Johnson, Orange, Conn.
Marjorie Johnston, Nampa, Idaho
Dorothy Kandolin, No. Windham, Conn.
Violet Kellogg, Marion, N. Y.
Martha Kimball, Winchester, Mass.
Natalie King, Taunton, Mass.
Mary Laymon, Randolph, Mass.
Donna Lillie, Newton Centre, Mass.
Anna McGillicuddy, B.S., Brighton, Mass.
Anne McKenzie, Allston, Mass.
Marguerite Manwaring, Richmond, Me.
Marion Marchetti, Springfield, Mass.
Jean Mather, Schenectady, N. Y.
Katherine Maurer, Clinton, Conn.
Helen McPheters, Melrose, Mass.
Marjorie Messler, Beacon, N. Y.
Edith Miles, Dalton, Mass.
Gretchen Miller, No. Wilbraham, Mass.
Anna Moore, W. Peabody, Mass.
Edna Mosher, New Bedford, Mass.
Anna Mulholland, Lowell, Mass.
Phyllis Noland, Binghampton, N. Y.
Rita O'Leary, Dorchester, Mass.
Jean Ottley, Arlington, Mass.
Mary Owen, Portsmouth, Va.
Louise Pincus, B.A., Hudson, N. Y.
Phyllis Proulx, Oakland Beach, R. I.
Elsie Renn, Brockton, Mass.
Faith Roberts, B.S., Wheaton, Ill.
Claire Robie, Brighton, Mass.
Ebba Rudine, Dorchester, Mass.
Madeleine Ruest, Pawtucket, R. I.
Grace Russell, Portland, Maine
Louise Sherer, Camden, Maine
Phyllis Simpson, Groveland, Mass.
Mary Spies, Warren, Pa.
Mary Sweeney, Woodsville, N. H.
Helen Marie Thomas, Brockton, Mass.
Frances Tomasunas, Grafton, Mass.
Grace Triggs, Brockton, Mass.
Barbara Uhl, Woodbridge, Conn.
Marian Vayro, B.S., Newport, R. I.
Violet White, Biddeford, Maine
Irene Willis, Andover, Conn.
Jean Wilson, Winchester, Mass.
Alice Yancey, Brockton, Mass.

RECOMMENDED READING

I. Nurses and Nursing.

Boylston—Sue Barton series
Denning—Penny Marsh: Public Health Nurse
Dock and Stewart—Short History of Nursing
Gardner— Public Health Nursing
Nightingale—Notes on Nursing
Poole—Nurses on Horseback

2. Social Problems.

Addams—The Second Twenty Years in Hull House
Antin—Promised Land
Cannon—Heirs
Cannon—Social Work in Hospital
Cather—My Antonia
Devine—Misery and Its Causes
Fairchild—Immigrant Backgrounds
Galsworthy—The Mob
Grieux—The Plays
Heyward—Porgy
Lewis—Ann Vickers
Stern—Matriarch
Sugimoto—Daughter of the Samurai
Van Waters—Youth in Conflict
Wald—The House on Henry Street
Waln—House of Exile
Yezierska—Children of Loneliness

3. Ethics.

Cabot and Dicks—The Art of Ministering to the Sick
Cabot—Meaning of Right and Wrong
Cabot—What Men Live By
Fosdick—Twelve Tests of Character
Reymont—The Peasants
Rucker—Leadership

4. Medical Biography and History.

Andrews—The Lost Commander
Clendening—Behind the Doctor
Cook—Life of Florence Nightingale
Cushing—Life of William Osler
Fuller—Story of Drugs
Grenfell—Forty Years for Labrador
Haggard—The Lame, the Halt and the Blind
Hobson—Recollections of a Happy Life
La Wall—Four Thousand Years of Pharmacy
Strachey—Eminent Victorians
Sullivan—Education of Henry Adams

5. Mental Hygiene.

Beers—A Mind That Found Itself